DIGITAL LITERACY INTEGRATION: TRAINING ON USING THE *TURATS* BOOK SEARCH WEBSITE FOR STUDENTS BASED IN ISLAMIC BOARDING SCHOOLS

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Abstract

This study aims to analyze the digital literacy level of students majoring in Qur'anic Studies and Interpretation at IAI Badrus Sholeh, who are located in a boarding school environment, and to examine the effectiveness of training in the use of websites for searching for classical Islamic texts as an effort to improve academic competence. The pre-test results show that students' digital literacy is still low to moderate, especially in terms of access to and utilization of digital scientific resources, while the use of digital media is mostly limited to general needs such as social media. The training was conducted in stages through workshops, book search practices, group discussions, and mentoring, which equipped students with conceptual understanding as well as technical skills in optimizing the classical book website. The post-test evaluation showed a significant increase in both technical skills and changes in students' attitudes towards the importance of digital literacy in scientific studies. These findings confirm that the integration of digital literacy through structured training can strengthen the academic tradition of Islamic boarding schools by combining classical scientific heritage (turats) and the use of modern technology. Conceptually, this research contributes to the development of an Islamic education model that is adaptive to the demands of the digital era without abandoning the roots of the Islamic boarding school tradition.

Keywords: *Digital Literacy; Classical Islamic Texts; Islamic Boarding Schools; Islamic Education; Training.*

A. Introduction

In today's digital age, digital literacy skills are essential for students to be able to effectively search for, understand, and utilize information. One university-level study shows that digital literacy improves learning competencies, collaboration skills, and students' readiness to face the challenges of the digital age (Iqbal et al., 2023). The development of information and communication technology in the last decade has fundamentally changed the way humans access, manage, and utilize information. This shift requires the academic generation, especially students, to have adequate digital literacy competencies in order to adapt to the dynamics of the digital era. Digital literacy is not limited to technical skills in using digital devices, but also includes cognitive and critical abilities to effectively select, understand, and evaluate information (Chen, 2021). In the context of higher education, digital literacy is even seen as an indicator of students' readiness to face global challenges fraught with technological developments and information complexity (Sidiq, 2024). Several studies confirm that digital literacy is directly related to an increase in student learning competence. Good digital literacy can encourage self-regulated learning, increase academic efficacy, and reduce the tendency to procrastinate on academic work (Al-Maroof, 2023; Fahnoe, 2024; J, 2024).

The object of this study is students majoring in Qur'anic Studies and Interpretation at the Badrus Sholeh Islamic Institute (IAI). It should be noted that the Badrus Sholeh Islamic Institute is a university located within an Islamic boarding school environment, so that culturally and academically it has its own characteristics in the development of knowledge. Its existence under the auspices of the Islamic boarding school means that IAI Badrus Sholeh is not only oriented towards the theoretical mastery of Islamic

sciences, but also emphasizes the internalization of religious values, santri ethics, and the tradition of studying classical Islamic texts (*turats*). The integration between the formal campus education system and the pesantren-based education model creates a unique academic atmosphere, where students also have the status of santri who are accustomed to pesantren discipline, such as ngaji bandongan, sorogan, and daily worship practices. This context gives the IAI Badrus Sholeh campus a strategic role in producing Muslim scholars who are not only academically competent but also possess spiritual depth, a connection to classical Islamic scholarly traditions, and the ability to adapt to the challenges of modernity.

In the context of Islamic educational institutions, particularly Islamic boarding schools, digital literacy practices have undergone significant development with the use of various technology-based media such as digital libraries, for example Maktabah Syamilah, Google Books, and online classical book sites (Zulkifli & Rezi, 2025). The presence of these facilities provides broader access to Islamic literary treasures so that students or santri can enrich their scientific knowledge more efficiently (Khodijah & Harahap, 2025; Hasanah, U., & Sukri, M. 2023; Zainuddin, 2022; Saputra, M. I., & Syahputra, M. C. 2021). However, the reality is that there are technological infrastructure issues (such as limited internet access, availability of digital devices, and uneven electricity networks), as well as a lack of training for students and teachers to be able to optimize the use of these technologies (Fauzi, 2021). Therefore, strengthening digital literacy in Islamic boarding schools requires not only the provision of facilities, but also ongoing training programs that directly support the improvement of students' competence in accessing, understanding, and critiquing digital Islamic literature (Hidayat, 2021; Waqiyulloh et al., 2024). Especially for students of the Qur'an and Tafsir Study Program, access to classical books is very important as study material (Mulizar & Fauziah, 2023). However, this access is often hampered by physical limitations. A search engine for classical books needs to be developed in response to the need to expand access to classical libraries efficiently. For students of the Qur'an and Tafsir Study Program, access to classical books is an academic necessity that cannot be compromised, considering that the works of classical scholars are references. A website for searching classical books using Maktab Shamela, Al-Maktabah al-Waqfiyya (waqfeya.net), and *Turats* Online, which enable students to respond more concretely (Abrar, 2024). In this article, the author will focus on the use of classical literature websites in training to improve students' digital literacy, targeting students of the Qur'an and Tafsir Study Program at the Badrus Sholeh Islamic Institute in Kediri.

Based on the background described above, there are several issues that will be discussed in this study. First, what is the level of digital literacy of students majoring in Qur'anic Studies and Interpretation in accessing classical Islamic texts before receiving training? Second, how is the training process for using the classical Islamic text search website carried out? Third, to what extent can training in the use of the classical text search website improve students' literacy? Thus, this study is expected to contribute theoretically and practically to strengthening digital literacy in Islamic higher education institutions, particularly in supporting effective access to classical texts through digital media.

B. Method

This community service program was implemented using a participatory action research (PAR) approach (Afandi et al., 2022), in which students were actively involved in learning and implementing digital media through the "*turats*" website. The planning stage began with identifying problems through discussions with lecturers and relevant campus parties regarding the challenges in searching for *turats* books using existing platforms. Next, a preliminary study or initial survey was conducted to measure students' level of ability in searching for *turats* books. The implementation of this activity focused on improving students' digital literacy through the use of the *turats* book search website.

The activities were carried out in stages with a participatory approach that emphasized the active involvement of students in the learning process. Resource persons provided workshops and socialization on how to access and use the *turats* book search website effectively. To deepen these skills, students were facilitated through direct practice in searching for books, group discussions, and

critical reflection on their experiences in utilizing digital resources. Next, students were divided into groups to design and implement initiatives related to strengthening digital literacy, such as compiling a guide to searching for books, a forum for sharing experiences, and bold discussions. During the implementation phase, students were encouraged to apply the skills they had acquired in academic activities, including lectures, interpretation studies, and scientific research. To support the curiosity program, students also received structured assistance and guidance through digital mentoring sessions and follow-up discussion forums.

To determine the effectiveness of training in improving students' digital literacy, an evaluation was conducted using a data-based approach through pre-tests and post-tests as well as the distribution of questionnaires. These instruments were used to measure changes in students' understanding, skills, and attitudes in accessing and utilizing classical Islamic text search sites. Additionally, through focus group discussions (FGD) (Afandi et al., 2022), students were given the opportunity to share their experiences on how the training influenced their ability to find, understand, and use classical Islamic digital sources. The results of the report and student practices in the field were then used as recommendations for IAI Badrus Sholeh Kediri in order to strengthen strategies for improving digital literacy in the field of Islamic studies, particularly Qur'anic interpretation.

This community service activity was carried out over a period of one week, covering the stages of preparation, implementation, and evaluation, with the main location at the IAI Badrus Sholeh Kediri campus. Several supporting media were used, including pre-test and post-test questionnaires, digital literacy training modules, tutorial videos, and a digital platform used as a means of discussion. This training provided an opportunity for students to actively participate in understanding and internalizing digital literacy skills using the Participatory Action Research (PAR) approach. Through collaborative socialization methods, this program is expected to not only improve students' ability to access classical Islamic texts digitally but also create an academic culture within Islamic higher education institutions that is more adaptive to technological developments, efficient in managing scholarly resources, and sustainable in supporting Islamic studies based on classical literature.

C. Results and Discussion

1. Level of Digital Literacy Before Training

The pre-test results show that the digital literacy level of students based in Islamic boarding schools is still in the low to moderate category. This condition is reflected in their limited ability to access and utilize various academic digital resources, especially websites for searching classical Islamic texts. Most students admit that they only use digital devices for daily needs, such as social media, communication, or searching for practical general information. Meanwhile, the use of scientific websites, including sites that provide digital access to classical texts, is still very limited and has not become part of their academic habits. This shows a gap between the available technological potential and the students' ability to utilize it optimally to support their learning activities.

This limitation is exacerbated by uneven internet access, both in terms of network quality and data availability, as well as a limited number of devices capable of supporting digital literature searches. These factors have led students to prefer conventional methods of accessing classical texts, such as physical libraries or printed books, even though these methods are relatively inefficient in the digital age. In addition, a lack of technical knowledge regarding navigation, keyword usage, and search feature optimization on classical text websites poses another challenge. Many students do not yet understand how digital search strategies can help them find texts relevant to their research topics. The following table shows the results of a pre-test of the digital literacy level of students majoring in Qur'anic Studies and Interpretation at IAI Badrus Sholeh.

Table 1. Pre-test results before training

No.	Aspects assessed	Student achievement (%)	Description
1.	Basic internet access skills	90	Most are able, but still constrained by network and quota issues
2.	Use of general digital media	65	Mostly used for social media and entertainment
3.	Use of scientific/academic websites	40	Only a small portion have tried it; it has not become a learning habit
4.	Use of classical Islamic texts websites	30	Very limited, only a few know about it and have tried it.
5.	Navigation and use of search keywords	30	Most have difficulty finding relevant text.
6.	Optimization of the *Turats* website features	20	Almost all do not understand how to filter search results
7.	Use of search results for academic purposes	20	Only a few use them as references in assignments or research

The pre-test results table above illustrates the initial level of digital literacy among students at Islamic boarding schools before participating in training on how to use websites to search for classical Islamic texts. In general, the students' achievements were still in the low to moderate category, with the use of digital technology tending to be more focused on non-academic aspects. In terms of basic internet access skills, around 70% of students are quite familiar with it, although they still face technical obstacles in the form of limited network and internet quota. The use of general digital media, such as social media and entertainment platforms, also shows a relatively high figure (65%), indicating that the use of technology is more directed at personal and entertainment needs than academic ones.

However, when it comes to more academic aspects, such as the use of scientific or academic websites, students' abilities decline dramatically to only 30%. This shows that most students do not yet have the habit of searching for scientific reference sources on the internet. This condition further weakens the use of classical literature websites, which is only achieved by 25% of students. This figure indicates that most students are not yet accustomed to using classical Islamic texts websites as a reference source in their studies or research. Technical problems are also evident in the indicators of navigation skills and use of search keywords (30%) as well as optimization of the search feature on classical Islamic texts websites (20%). This low achievement confirms that students do not yet have effective digital search strategies to find texts according to their academic needs. As a result, the utilization of search results for academic purposes is very low, only reaching 20%, indicating that even though some students know about the website, they are not yet able to use it as a valid reference in their assignments or research. Overall, this data confirms that students' digital literacy levels are still not optimal, especially in the context of utilizing digital academic resources. This condition also reinforces the urgency of conducting website-based digital literacy training, which is expected to help students improve their technical skills while building awareness of the importance of digital literacy as a means of supporting scientific traditions in Islamic boarding schools.

These findings confirm the need for structured and ongoing training to strengthen students' digital literacy skills in Islamic boarding schools. Through training, students are not only guided to master the technical aspects of using the classical texts website, but are also encouraged to develop critical and creative attitudes in utilizing digital resources. The integration of digital literacy into the pesantren tradition is expected to open up new opportunities for scientific development, where technology is used as a means of supporting the study of classical texts without eliminating the distinctive character of the pesantren as a center for traditional Islamic studies. Thus, digital literacy is not seen as something separate from the tradition of scholarship, but rather as an important instrument for expanding access, accelerating the search process, and enriching students' understanding of *turats* in a contemporary academic context.

2. Training Process

The training process for using the *turats* book search website for students based in Islamic boarding schools is carried out through four main stages, namely workshops, hands-on practice, group discussions, and mentoring. First, the workshop stage. The workshop stage is the starting point for the entire training process because it is at this stage that students are introduced to the basic concepts of digital literacy and the importance of these skills in the context of Islamic education. The material is presented with an emphasis on the urgency of digital literacy, namely how the ability to access, select, and utilize technology-based information has become a highly relevant competency in the modern era. In the context of Islamic boarding schools, this urgency is even stronger because the tradition of studying classical texts requires broad access to classical literature, while the physical limitations of printed books often hinder the learning process. Through digital literacy, students are encouraged to see technology not merely as a tool for entertainment, but as a strategic medium for expanding their understanding of Islamic scholarship.

In addition to discussing urgency, the workshop also focused on introducing the main features of the kitab *turats* website. Students demonstrated how the website structure is designed to facilitate text searches, from the use of search fields and grouping of books by category to navigation features for finding specific verses or chapters. In this way, students were introduced to a practical overview of how a website can organize thousands or even millions of pages of books in a more accessible digital format. What distinguished this stage of the workshop from simply presenting theory was the concrete example of the application of digital technology in supporting the study of *turats*. The presenter showed a simulation of searching for specific text, for example, searching for an interpretation of a particular verse in a classical book and comparing it with the conventional method using printed books. Students can see firsthand that digital searches are much faster, more efficient, and allow for broader data processing. In this way, participants not only understand the concept of digital literacy in the abstract, but also witness concrete evidence of how technology can accelerate, deepen, and enrich the learning process.

Second, the practical stage of searching for classical texts involves students directly. The practical stage of searching for classical texts is the core of the training because at this stage students no longer just listen to explanations of concepts, but are directly involved in the process of using the website independently. Participants are directed to try searching for texts using specific keywords relevant to the study theme, such as keywords related to interpretation, fiqh, or hadith. From these searches, students are then asked to explore the results that appear, either by reading text excerpts, identifying book sources, or examining the suitability of the search results for their academic needs.

In addition, students are also introduced to how to use the filtering feature to make search results more targeted. For example, by filtering searches based on book categories, names of scholars, or specific chapters, searches become more efficient and accurate. This is very important because without filtering skills, students will tend to have difficulty sorting out relevant information from the large number of search results displayed on the website. This practical stage has strategic value because it encourages students to truly master technical skills, not just understand theoretical

concepts. By practicing directly, students can discover real difficulties that may not appear in theoretical explanations, such as errors in typing keywords, difficulty reading search results, or confusion in understanding the website interface. Through this trial and error process, students learn to build practical, contextual, and applicable digital skills according to their needs in studying classical texts. Third, the group discussion stage is carried out to encourage interaction and collaboration among students. In this forum, they exchange experiences, identify difficulties, and offer alternative strategies for utilizing classical text websites. This discussion also serves as a forum for reflection, so that participants learn not only from the presenter, but also from the experiences of their peers.

Fourth, the mentoring stage is provided as intensive guidance from the instructor. The group discussion stage is an important part of the training because it is designed to encourage interaction, collaboration, and knowledge exchange among students. At this stage, participants are divided into small groups so that the communication process is more intensive and each individual has the same opportunity to express their views and experiences. Through discussion forums, students are encouraged to exchange experiences with each other, for example, regarding how they searched for classical texts, technical obstacles encountered, or successes in finding references relevant to specific topics of study. In addition to sharing experiences, group discussions also focus on the difficulties encountered by students during the search practice. Overcoming these difficulties can involve technical aspects, such as errors in typing keywords or using filter features, as well as academic aspects, such as the difficulty of determining the right search terms to find relevant texts. By openly expressing their problems, students can obtain direct input from their groupmates and from the instructors who accompany the discussion. This stage also provides space for participants to offer alternative strategies for utilizing classical literature websites. For example, some students may have discovered a faster way to search for books by combining several keywords, while others may have strategies for saving search results for easier reuse. This process of complementing each other helps broaden students' insights, so that they not only understand the one method taught, but also develop adaptive skills based on collective experience.

With this systematic approach, the training not only provides conceptual knowledge, but also hones practical skills while building a collaborative attitude. The integration of workshops, practice, discussion, and mentoring makes the training more comprehensive, enabling students to utilize the kitab *turats* website as a strategic tool in strengthening digital literacy while preserving the scientific traditions of Islamic boarding schools.

3. Impact of Training

The impact of training in the use of the *turats* book search website can be seen through the post-test results, which show a significant improvement compared to the pre-test results. Most students who previously had difficulty accessing and utilizing the *turats* book site are now able to use the main features independently. The post-test results show that students' understanding of how to search using keywords, utilize the filter feature, and browse search results has improved consistently across almost all indicators. These findings prove that the training provided is able to meet students' digital literacy needs, especially in the context of Islamic boarding school scholarship.

In addition, this training has had an impact on improving students' digital skills. Not only do they understand the theory of digital literacy, but they are also proficient in applying it in their daily academic activities. These skills include technical abilities such as website navigation, more efficient text searches, and the use of search results as academic references. With these skills, students become more independent in accessing traditional reference sources without having to rely entirely on printed books or explanations from teachers. This shows a shift towards a more adaptive way of learning in line with developments in digital technology. This training also brought about a change in students' attitudes towards the use of technology in Islamic studies. Whereas previously they tended to view digital devices as mere communication or entertainment tools, after the training they began to see technology as a strategic means to enrich their academic studies. This change in attitude can be seen from the increased motivation of students to utilize classical book websites as references in

assignments, class discussions, and research. This more positive attitude towards digital technology is an important asset for the integration of pesantren traditions and contemporary academic needs, so that digital literacy truly functions as a bridge between classical Islamic intellectual heritage and the challenges of the modern era. The following table compares the pre-test and post-test results of digital literacy among students majoring in Qur'anic Studies and Tafsir at IAI Badrus Sholeh.

Table 2. Comparison of pre-test and post-test results

No	Aspects assessed	Pre-test (%)	Post-test (%)	Description
1.	Basic internet access skills	90	95	There has been an improvement; students are more proficient in using devices and the internet network.
2.	Use of general digital media	65	80	Still used for general purposes, but beginning to be directed towards academic activities.
3.	Use of scientific/academic websites	40	70	Significant increase; students are becoming accustomed to accessing academic websites
4.	Use of classical literature websites	30	85	A big jump; most students have tried and utilized it for learning
5.	Navigation and use of search keywords	30	75	Clear improvement; students are more skilled at finding texts according to their needs
6.	Optimization of the *Turats* website features	20	80	Significant progress; already understand the use of filters and advanced navigation
7.	Utilization of search results for academic purposes	20	70	Students have begun to use search results as references in their assignments/research.

The comparison table of pre-test and post-test results shows a significant improvement in almost all aspects of students' digital literacy after participating in training on the use of the classical book search website. In terms of basic internet access skills, students' achievement increased from 70% to 90%. This indicates that after the training, students became more confident and fluent in using devices and overcoming technical network obstacles. The aspect of general digital media utilization also increased from 65% to 80%. Although digital media is still widely used for daily purposes such as communication or entertainment, the post-test results show a shift in orientation, where students began to direct the use of digital media towards more academic purposes. The most significant increase was seen in the aspect of utilizing scientific/academic websites, which jumped from 30% to 75%. This figure indicates that students are becoming more accustomed to using academic-based sites as learning references, rather than just searching for light information. A similar change was also seen in the use of classical Islamic texts websites, which initially stood at only 25% but increased rapidly to 85%. This surge is concrete evidence that the training had a direct impact on students' skills in accessing Islamic digital resources that were previously rarely used. Equally important progress has been made in technical aspects, such as navigation and the use of search keywords, which rose from 30% to 80%, as well as the optimization of classical Islamic book website features, which increased from 20% to 75%. This improvement shows that students have become more skilled in using digital search strategies, including filtering results to find relevant texts more quickly and accurately. Finally, in terms of utilizing search results for academic purposes, there was an increase from 20% to 70%.

This proves that the search results of classical Islamic texts are not only understood technically, but also begin to be used as reference material in writing assignments, class discussions, and research.

Overall, this table shows that the training has succeeded in improving students' digital skills, both in terms of access, utilization of resources, and attitudes in integrating technology into the scientific tradition of Islamic boarding schools. With improvements in almost all aspects, this training can be considered effective in encouraging students to be more adaptive to developments in digital technology while remaining rooted in classical Islamic intellectual heritage.

After participating in the training, students not only showed an increase in their skills in utilizing the *turats* book search website, but also began to develop various initiatives that expanded the impact of the training to a wider scope. One of the initiatives that emerged was the establishment of an online discussion forum. This forum is managed independently by students using digital platforms such as WhatsApp Group, Telegram, and Google Meet. Through this forum, students can discuss book search strategies, share reference findings, and review specific topics relevant to lectures or book studies at the pesantren. The existence of this forum not only strengthens digital skills but also fosters a culture of collaboration in learning. In addition, there is also an initiative in the form of a digital literacy campaign called " " (Digital Literacy for Pesantren Students) in the pesantren environment. This campaign is carried out by holding small socialization events in classrooms, dormitories, rooms, or book study forums, where students introduce the importance of digital literacy and the benefits of the kitab *turats* website in enriching Islamic studies. The campaign encourages the growth of collective awareness that digital literacy is not just an additional skill, but a necessity that must be possessed by the pesantren generation in order to face the challenges of the times.

These initiatives show that training does not stop at improving individual skills, but also succeeds in fostering a sense of leadership, collaboration, and social responsibility among students. Thus, the sustainability of the training program can be maintained through the active participation of students in developing a more inclusive digital literacy ecosystem in academic and Islamic boarding school environments.

4. Analysis of the Relationship Between Results and Digital Literacy Theory

Analysis of the training results shows a close relationship with digital literacy theory, which emphasizes four main dimensions: technical skills, cognitive abilities, critical thinking, and socio-cultural aspects. In terms of technical skills, the training successfully improved students' competence in operating digital devices and utilizing the Kitab *Turats* website. This is in line with Gilster's view that digital literacy is not just a basic skill in using computers or the internet, but includes the ability to utilize information technology to access, understand, and process information effectively (Gilster, 1997). The post-test results show a significant increase in students' skills in using search keywords, site navigation, and optimization of filter features, which were previously almost completely unknown to them. This change confirms that practice-based learning is an effective strategy for strengthening the technical aspects of digital literacy. Furthermore, in terms of cognitive abilities, students were not only able to search for data, but also began to understand how to select relevant and valid information. This is in line with the framework offered by Eshet-Alkalai, which states that digital literacy includes cognitive skills involving the analysis, evaluation, and integration of information from digital sources (Eshet-Alkalai, 2004). In practice, students who previously sought information more often for general needs began to shift their orientation toward scientific sources that could be used as references in writing assignments, class discussions, and research. This change marked a shift in learning patterns from superficial information consumption to more academic and productive use.

The next dimension is critical thinking. Students have experienced a change in their perspective on technology, from initially viewing digital devices as mere tools for entertainment and communication, to realizing that digital technology can be a strategic instrument in developing Islamic studies, particularly in the study of Islamic heritage. This is in line with Allan Martin's view, which emphasizes that digital literacy must involve critical awareness so that users are not only trapped in superficial information consumption, but are able to use it for intellectual purposes and the

development of science (Martin, 2008). This critical awareness is evident in students' initiatives to develop online discussion forums, create book search guides, and initiate digital literacy campaigns in Islamic boarding schools.

In addition, this training also shows its relevance to the socio-cultural dimension of digital literacy. Group discussions, collaborative practices, and post-training activities have encouraged the emergence of a more participatory and community-oriented learning culture. This supports Belshaw's view that digital literacy is not only about an individual's ability to access information, but also how a person contributes productively to the digital space for the common good (Belshaw, 2012). Thus, the training results not only demonstrate the effectiveness of the learning methods applied, but also reinforce the relevance of digital literacy theory in the context of pesantren education. The implication is that digital literacy can be developed without having to abandon the traditions of classical Islamic scholarship. In fact, digital technology can be used as a bridge to expand access, strengthen studies, and maintain the continuity of the *turats* tradition in the modern era.

The contribution of digital literacy to strengthening *turats* studies through digital media can be understood as an integrative effort that connects classical Islamic scientific traditions with modern technological developments. The use of websites for searching *turats* books opens up opportunities for students, especially those in Islamic boarding schools, to access Islamic literature more quickly, broadly, and efficiently without being limited by the physical availability of books. This is very important given the limited access to classical books in print, both due to scarcity and the limited resources of Islamic boarding school libraries. With digital media, students can search texts, compare versions, and cite references more accurately to support academic studies and scientific discussions. Digital media also strengthens the methodological dimension in classical studies. Through keyword-based search features, students are trained to develop analytical skills in finding specific arguments or topics in classical literature. These skills not only increase learning effectiveness but also enrich approaches to understanding texts, for example, by comparing interpretations of scholars from various books. Thus, digital technology acts as an epistemological instrument that enables the scientific tradition of Islamic boarding schools to adapt to the challenges of the information age.

The integration of *turats* studies with digital media also has social and cultural contributions. Students are not only consumers of knowledge, but can also act as producers of scientific content, for example by compiling summaries of study results, or disseminating knowledge through digital platforms. These activities expand the reach of the intellectual tradition of Islamic boarding schools to a wider public space, so that the *turats* heritage is not only preserved but also relevant to the dynamics of the times. Thus, digital media is not positioned as a substitute for the tradition of the yellow book, but as a means of strengthening, expanding, and revitalizing *turats* studies so that they remain alive and thrive in a contemporary context.
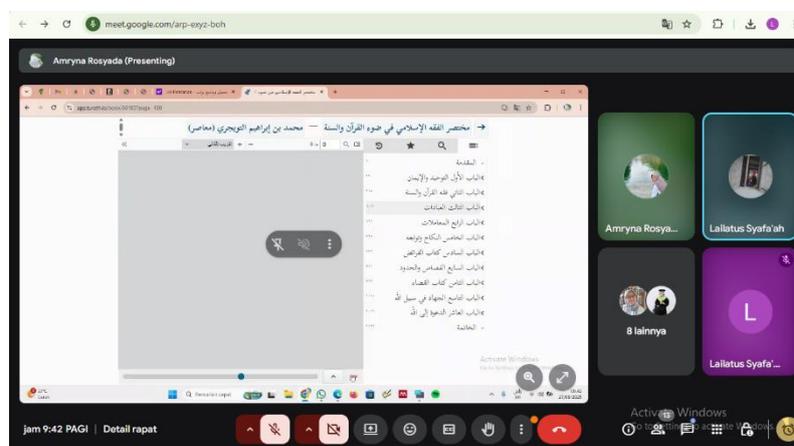

Figure 1. Workshop Process via Online

D. Conclusion

The conclusion of this study shows that the digital literacy level of students majoring in Al-Qur'an and Tafsir at IAI Badrus Sholeh before receiving training was still in the low to moderate category. This is reflected in their limited access and position in Islamic boarding schools, the dominance of digital media use for general needs, and the minimal use of classical book search websites as academic reference sources. The training process was then carried out systematically through workshops, hands-on practice, group discussions, and mentoring, which not only provided theoretical understanding but also equipped students with technical skills in navigating and optimizing the features of classical book websites. The post-test evaluation results showed a significant increase in students' abilities, both in terms of digital skills and changes in attitude towards the importance of utilizing technology in scientific studies. Conceptually, this training contributes to strengthening the integration of the tradition of classical studies with digital media, so that students are not only assisted in accelerating access to classical literature, but are also encouraged to develop critical, collaborative, and productive attitudes in utilizing technology for the development of Islamic studies in the pesantren environment.

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